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ABSTRACT

A project was initiated to disseminate staff development materials which provide a model for systematically planning comprehensive systems of guidance, counseling, placement, and follow-through and to help Illinois educational agencies in efficiently operating comprehensive guidance and counseling programs. In the first of a two-phase project, objectives accomplished or partially accomplished included (1) making needed revisions and reproducing 500 copies of a previously developed and tested planning model for comprehensive systems of guidance, counseling, placement, and follow-through--A Programmatic Approach to Guidance Excellence (PAGE 2); (2) disseminating PAGE 2 planning model copies to educational institutions/agencies for staff development; (3) training at least one facilitator in nineteen Illinois career guidance centers to instruct staff and personnel in school districts in their service region in the use of the model (twenty facilitators from eighteen centers received training); (4) beginning preparation of Illinois educational and community personnel in the use of guidance and counseling planning tools; and (5) providing a variety of personnel trained in guidance/counseling tools' use. Of sixty-two persons involved in three completed workshops, 89% elected to enroll in a University of Illinois staff development course offered in conjunction with the workshops. (Workshop materials, information, and evaluation are included in the report.) (CSS)

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University of Illinois at Urbana-Champaign

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DEPARTMENT OF VOCATIONAL
AND TECHNICAL EDUCATION

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DEC 19 1978

FINAL REPORT

CONTRACT NUMBER: RD1-A8-630

PROJECT TITLE: Implementation of Systematic Planning for Comprehensive Programs of Guidance, Counseling, Placement and Follow-Through in Illinois--Phase One

GRANTEE ORGANIZATION: Department of Vocational and Technical Education
University of Illinois
Urbana, Illinois 61801

FUNDING PERIOD COVERED: March 27, 1978 through August 31, 1978

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ABSTRACT FOR FUNDING AGREEMENT
WITH ADULT, VOCATIONAL AND TECHNICAL EDUCATION

TITLE: Implementation of Systematic Planning for Comprehensive Programs of Guidance, Counseling, Placement and Follow-Through in Illinois--*Phase One*

PROJECT DIRECTOR: Dr. J. Marlowe Slater, Professor of Vocational and Technical Education

INSTITUTION: University of Illinois

LOCATION: 347 Education Building, University of Illinois, Urbana, IL 61801

FUNDING PERIOD: March 27, 1978 through August 31, 1978

OBJECTIVES OF PROJECT

1. To disseminate staff development materials which provide a model for systematically planning comprehensive systems of guidance, counseling, placement, and follow-through.
2. To help educational agencies in Illinois operate comprehensive guidance and counseling programs at maximum efficiency through systematic planning.

PROCEDURES OF IMPLEMENTATION

- | | |
|-----------|---|
| Phase One | 1. Reproduce a previously developed and tested planning model for comprehensive systems of career guidance--PAGE 2. |
| | 2. Disseminate the PAGE 2 planning model to educational institutions and agencies for career guidance staff development activities. |
| | 3. Train 19 facilitators in Illinois in the use of the PAGE 2 planning model. |
| Phase Two | 4. Assist career guidance center directors in conducting staff development activities in local school districts statewide to prepare educational and community personnel in the State of Illinois in the use of guidance and counseling planning tools. |
| | 5. Profile, through a case-study approach, a career guidance planning model in order to demonstrate how planning models can be adapted to fit local school system needs in Illinois. |
| | 6. Evaluate the effectiveness of a planning model in a variety of school system settings in Illinois and provide results through a document to be distributed statewide. |

CONTRIBUTION TO VOCATIONAL AND TECHNICAL EDUCATION

Provide persons who are charged with the responsibility for planning and delivering comprehensive guidance programs knowledge of available resources, access to such resources, and instruction in planning techniques for career guidance.

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"Career-focused guidance in the future is a major force in educational change. It has the potential of adding relevancy, humanness, equality, and unity to our educational system."--Drier, 1977

INTRODUCTION AND OVERVIEW OF PROJECT

While directing a USOE-funded project, Dr. J. Marlowe Slater and Dr. Janet Treichel at the University of Illinois recognized the need for disseminating staff development materials which would help educational agencies in Illinois operate comprehensive guidance and counseling programs at maximum efficiency through systematic planning. In January 1978 they completed a request for funding of Phase One of the project entitled

IMPLEMENTATION OF SYSTEMATIC PLANNING FOR COMPREHENSIVE PROGRAMS OF GUIDANCE, COUNSELING, PLACEMENT AND FOLLOW-THROUGH IN ILLINOIS

The proposal for funding of the project was submitted to:

Dr. Ronald McCage, Coordinator
Research and Development Unit
Department of Adult, Vocational
and Technical Education
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777

On March 27, 1978, funding was approved for Phase One of the project for the time frame of March 27, 1978 through August 31, 1978. Work on the project began immediately, and this report covers the accomplishments of the staff and the efforts employed toward fulfilling the proposal objectives during this funding period.

NARRATIVE DESCRIPTION OF THE PROJECT

The purposes of the project were: (1) To disseminate staff development materials which provide a model for systematically planning comprehensive systems of guidance, counseling, placement and follow-through; and (2) To help educational agencies in Illinois operate comprehensive guidance and counseling programs at maximum efficiency through systematic planning.

Essentially, the two major emphases involved:

1. Making needed revisions and reproducing 500 copies of the Programmatic Approach to Guidance Excellence (PAGE 2) materials.
2. Contacting the directors of the newly organized 19 career guidance centers in Illinois and requesting them to identify a highly qualified, experienced, and effective workshop facilitator from their staffs or from within their regions.
3. Training these 19 individuals in the use of the PAGE 2 planning model for comprehensive systems of guidance, counseling, placement and follow-through.
4. Assisting each facilitator in the selection of two school districts within his/her region to be sites for workshops to systematically plan comprehensive programs of guidance, counseling, placement and follow-through.
5. Assisting each facilitator in conducting workshops (using the PAGE 2 materials) in local school districts in his/her region.
6. Instructing facilitators as to specific demographic and evaluation data that should be gathered on each site at the time of the workshop.

Staff Qualifications and Facilities

Major responsibility for the project management and the accomplishment of project objectives was assumed by the Project Steering Committee. The Steering

Committee consisted of the Project Director (Dr. J. Marlowe Slater) and three University of Illinois staff consultants (Dr. Janet Treichel, Dr. Helen Farmer, and Ms. Kathleen O'Hara). All staff members and consultants had had extensive experience in the types of programs, methods, and procedures involved in this project.

University of Illinois project staff for this effort were housed in facilities occupied by the College of Education. All of the University facilities were available to the project staff which greatly facilitated the accomplishment of the project objectives. The resources of particular value to this project included:

- Optimizing Planning Techniques (OPT) for Comprehensive Systems of Guidance, Counseling, Placement and Follow-Through Project (USOE-funded grant), Dr. J. Marlowe Slater, Project Director, and Dr. Janet Treichel, Principal Investigator
- Bureau of Educational Research, Dr. William McClure, Director
- Center for Instructional Resources and Curriculum Evaluation, Dr. Robert Stake, Director
- Offices for Study of Continuing and Professional Education, Dr. Arden Grotelueschen, Director
- Department of Administration, Higher, and Continuing Education, Dr. Thomas Sergiovanni, Director
- The ERIC Clearinghouse for Early Childhood Education, Dr. Lillian Katz, Director

Rationale for the Project

The Educational Amendments of 1976, Public Law 94-482, emphasized the importance and need for comprehensive career guidance programs for youth and adults. This major concern came during an era when optimal use of resources was also a high priority goal of school districts. Goal setting and priority determination must be made on the basis of systematic planning in order for existing resources to be used to their fullest.

With career guidance viewed as a continuous, developmental process encompassing every aspect of the school, the guidance and counseling activities cannot be isolated from the basic instructional process of the school. This challenge requires a well-planned approach, and school district personnel wishing to integrate guidance and counseling into every aspect of the school need to systematically set out to achieve this goal.

Education struggles with the criticism that school programs have failed to provide students with the information and experience necessary to equip them to make rational choices about their future plans. One nationwide study of student career development indicated that 85% of the 11th grade students agreed that people should begin career planning before the last year of high school. This was in sharp contrast with their actual experience, for 78% stated that they wanted more help than the schools were giving in considering career plans. Being able to obtain career planning assistance was the highest area of concern indicated by students in this study (A Nation-Wide Study of Student Career Development, American College Testing Program, 1973).

Forty-nine percent of the 11th graders stated that their school had given them little or no help with career planning, and 42% of the 11th graders had never even talked with their counselor or a teacher about how their goals, interests, and abilities relate to jobs. In another nationwide study of 11th grade students, 43.2% stated that they had never discussed their plans for after high school with the school counselor (Project TALENT Progress in Education Survey).

The high rate of youth unemployment formed another part of the rationale for systematic programs of career guidance. In July 1977, the youth unemployment rate for those 16-19 years of age was 18.1%, over two and one-half times the national average (Bureau of Labor Statistics, U. S. Department of Labor).

Part of the high youth unemployment may be attributed directly to the schools. Over 75% of those who drop out of school and over 35% of those who graduate received no career guidance from either their school or employment services (Manpower Programs to Reduce Inflation and Unemployment, the Urban Institute). That education must do more to assist individuals with career planning becomes an inescapable conclusion.

Declining student enrollments emphasize another need for systematic planning. With reduced numbers of students a reality, the importance of planning must be realized in education. In past years proper attention was not given to enrollment projections nor was there efficient use made of educational resources. Today the facts cannot be ignored and educational personnel must be accountable for what they are providing, who they are providing for, and for the cost of these services.

A thorough review of the literature makes it evident that the problems facing education and society today mean that:

1. Comprehensive guidance, counseling, placement and follow-through programs must reach and assist all individuals in their career development.
2. Guidance and counseling programs must be future oriented and concerned with self improvement and program improvement.
3. Guidance and counseling must be responsive to different lifestyles and socio-economic conditions in society--programs must be flexible in order to provide the greatest good.
4. Educational programs (in particular, guidance and counseling and vocational education) must be responsive to needs of all students in order to alleviate the ever-mounting pressures resulting in youth unemployment.
5. Educational agencies, parents, and the community must become partners in the successful delivery of educational programs--requiring systematic planning and community participation.

6. A team approach (including educational personnel, parents, and community personnel) must be utilized in planning for the successful design and delivery of guidance, counseling, placement and follow-through programs which meet student needs.

7. Methods and materials must be disseminated so full use of educational resources can occur.

8. Teachers, administrators, counselors, supportive personnel, parents, and community members must be trained in the use of planning models and procedures for comprehensive systems of guidance, counseling, placement and follow-through.

9. Educational programs implemented at the local, state, and national levels must be rigorously evaluated to insure their applicability and effectiveness in meeting the needs of all students.

One of the major reasons for such problems has been the lack of planning in designing and delivering educational programs. Programs were allowed to evolve without shared planning, but now guidance and counseling must involve all segments of the community in planning comprehensive programs that are responsive to student needs.

In recent years a considerable amount of work has been done in the development of components of a comprehensive guidance, counseling, placement and follow-through program. Career planning, follow-through, curriculum-based guidance, needs assessment, placement, sex-fair guidance, and many other components have been the focus of funded projects nationwide. Comprehensive career guidance is concerned with: self concept, role relationships, self development, interpersonal effectiveness skills, decision making, future shock, work attitudes, values clarification, lifestyle values, assessment instruments and self appraisal techniques, computerized career occupational information, individual

and group counseling, and much more. Much of career guidance has shifted from a crisis-centered orientation to a life career development orientation. Some of the personnel responsible for delivering career guidance to students now view their efforts as a "program" rather than as "activities." New methods, skills, and resources are emerging in keeping with the changes taking place in guidance and counseling.

Some efforts have also resulted in planning models for comprehensive programs of guidance, counseling, placement and follow-through. One of the planning models that people throughout the United States are looking at is the one developed in Illinois during a USOE Part C funded project entitled a Programmatic Approach to Guidance Excellence (PAGE 2).

Programmatic Approach to Guidance Excellence (PAGE 2) Planning Model

PAGE 2 project personnel recognized the need of local school districts for assistance in systematically planning the implementation of a comprehensive career guidance program. With funds provided by the Bureau of Occupational and Adult Education, United States Office of Education, PAGE 2 project personnel designed and tested an approach that would help local school personnel define and plan a comprehensive career guidance and counseling program. The final product consists of the following "hands-on" tools: (1) Career Guidance Facilitator's Handbook, (2) 28 planning boards, (3) 28 sets of career guidance goal statements, (4) 7 sets of job placement objectives, (5) 28 sets of markers, (6) 2 group activities emphasizing the importance of a team approach in planning, (7) 28 career guidance goals card sort decks, and (8) a technical report.

The PAGE 2 materials emphasize a team approach for planning comprehensive guidance and counseling, placement, and follow-through programs. A mix of administrators, teachers, counselors, support personnel, parents, and community persons are taken through a team process that begins with an activity designed

to illustrate the need for explicit communication between program planners and program implementers. The activities bring into focus the scope of a comprehensive guidance, counseling, placement and follow-through program. Participants arrive at a group consensus as to what the career guidance program goals of their local district "ought to be." Activities systematically move participants from basic concepts to more sophisticated levels of planning. After they have described what they want to do (goal setting), they identify those parts of a career guidance program that they already have in the local district. They are asked to make judgments about the effectiveness of these program components and to look for the gaps between what they feel "ought to be" and "what is." This information is used to establish priorities for program implementation. They select three of the goals that have been identified as high priority needs and write a rationale requesting administrative support for efforts in these areas. Next, participants are asked to identify the steps needed to implement the three selected goals, assign responsibility to individuals for each step, estimate the costs, and describe the outcomes they expect to result from efforts related to each step. Participants are then involved in initial planning for the evaluation of a career guidance program.

Additional instructional modules complementing the planning model include one module which assists participants in determining implementation approaches for a curriculum-based career guidance program and a planning module for establishing a job placement program.

The instructional modules can be modified to meet the needs of a variety of groups. They have been designed for maximum flexibility. The materials are appropriate for both preservice and inservice instruction in comprehensive programs of guidance, counseling, placement and follow-through. This includes undergraduate and graduate programs in teacher education, vocational education,

and counselor education in addition to inservice workshop settings. The actual materials have been designed to accommodate a maximum of 28 participants per session.

Recognizing the value of the PAGE 2 materials, the demand nationwide for them, and the need to disseminate a greater number of resource packages, Dr. Ron McCage, Manager of the Research and Development Unit, Illinois Department of Adult, Vocational and Technical Education, and Dr. Janet Treichel discussed the possibility of a funded effort which would provide for such dissemination and initiate an extensive staff development program in Illinois.

Reproducing and disseminating the PAGE 2 planning model throughout the state further:

1. Demonstrates Illinois' strong commitment to the importance and need for comprehensive career guidance programs for youth and adults.
2. Helps educational agencies throughout Illinois operate comprehensive guidance and counseling programs at maximum efficiency through systematic planning.
3. Demonstrates Illinois' concern for dissemination of (a) materials which have been developed and tested and (b) materials described by vocational education and guidance and counseling leaders as "materials which are practical, relevant, high quality, and . . . strengthen guidance and counseling programs."

OBJECTIVES OF THE PROJECT

The proposal identified the objectives to be achieved during the two phases of the project. The objectives of Phase One of the project included:

Objective 1

Make needed revisions and reproduce 500 copies of a previously developed and tested planning model for comprehensive systems of guidance, counseling, placement and follow-through--A Programmatic Approach to Guidance Excellence (PAGE 2).

This objective was completed. The minor revisions to the PAGE 2 materials were made by the staff in early March and early April. A camera-ready copy of the materials was made available for bid specifications. The bid from Kowa Graphics, Inc., 510 North Hickory Street, Champaign, Illinois 61820, was accepted on May 17, 1978. All printing details were completed and the 500 sets of the PAGE 2 materials were delivered on August 28, 1978.

Objective 2

Disseminate copies of the Programmatic Approach to Guidance Excellence planning model to educational institutions and agencies for staff development.

Three copies of the PAGE 2 materials have been made available to each of the 19 career guidance centers in Illinois. Arrangements were made with the Clearinghouse at Western Illinois University for the dissemination of 350 sets. Orders and inquiries about the materials can be sent to Curriculum Publications Clearinghouse, Western Illinois University, 47 Horrabin Hall, Macomb, Illinois 61455.

Objective 3

Train a minimum of one facilitator in each of the 19 career guidance centers in Illinois to instruct staff and personnel in school districts in their service region in the use of a planning model for comprehensive systems of guidance, counseling, placement and follow-through.

A training session was held on May 31, June 1, and June 2, 1978, for PAGE 2 facilitators at the University Inn in Champaign, Illinois. Twenty (20) facilitators received training and all but one of the 19 regional career guidance centers had a representative at the workshop.

Objective 4

Prepare educational and community personnel in the State of Illinois in the use of guidance and counseling planning tools.

Workshops are being scheduled by the directors of the career guidance centers. A workshop was started at Thornton High School in Region 9 on June 14 and it will be completed in September. Workshops completed as of August 31, 1978, include the workshop at Ramsey in Region 13 on July 11 and 12, the workshop at Shelbyville in Region 12 on August 14 and 15, and the workshop at Flora in Region 13 on August 21 and 22. A workshop has been scheduled in Lake Zurich in Region 3 on September 21, 22, and 23, 1978.

Objective 5

Prepare a variety of personnel (teachers, counselors, administrators, community persons, and other support personnel) in the use of guidance and counseling tools.

A total of 80 persons participated in the PAGE 2 workshops during the summer of 1978. Of the 62 persons involved in the completed workshops at Ramsey, Shelbyville and Flora, 55 or 89% of the group elected to enroll in the staff development course VoTec E451 offered through the University of Illinois in conjunction with the workshops.

ACTIVITY TIMETABLE

1. Funding was approved for Phase One of the project entitled "Implementation of Systematic Planning for Comprehensive Programs of Guidance, Counseling, Placement and Follow-Through in Illinois" on March 27, 1978.
2. Dr. J. Marlowe Slater organized the staff for the project and the group met at the University of Illinois to outline procedures and methods for accomplishing the objectives and goals of the project. An office for the project was established at 805 West Pennsylvania Avenue in Urbana, Illinois.
3. The staff participated in a training seminar in St. Louis, Missouri on April 9-11, 1978, for PAGE 2 facilitators from ten states. This meeting was an activity of a federally funded project entitled "Optimizing Planning Techniques (OPT) for Comprehensive Systems of Guidance, Counseling, Placement and Follow-Through." Dr. Janet Treichel organized and chaired the meeting. The staff also met with Dr. Ronald McCage, Ms. Nancy Harris, and Ms. Joan Gardner from the Illinois Office of Education.
4. Dr. Janet Treichel and the project staff made the needed minor revisions in the PAGE 2 materials and the information required for bid specifications.
5. A requisition was submitted through the University of Illinois for the purchase of 500 sets of the PAGE 2 materials as per the accepted bid for reproducing the materials.
6. Dr. J. Marlowe Slater and Dr. Janet Treichel conducted a student-faculty seminar at the University of Illinois relating to PAGE 2 and staff development.
7. Dr. Janet Treichel and Charles Gordon prepared materials to present to the career guidance center directors at a workshop for the group in Arlington

Heights. Dr. Treichel explained the purposes of the project to the directors and provided them with a copy of the abstract of the funded project.

8. Trips were made by Charles Gordon to the guidance centers in Regions 16, 15, 14, 13, 12, 11, and 10 to further explain the ISP Project.
9. Charles Gordon was afforded the opportunity by Mr. Ed Yonkus at Triton College in Region 7 to visit with eight of the career guidance center directors and several of their assistants about PAGE 2 and the workshop for facilitators.
10. A workshop training session for PAGE 2 facilitators was held at the University Inn in Champaign, Illinois, on May 31, June 1, and June 2, 1978. Twenty facilitators from the career guidance centers attended the workshop.
11. Follow-up information was mailed to the directors of the career guidance centers and to all participants involved in the PAGE 2 training session. This included suggested data to be recorded in the Facilitator's Anecdotal Log for each workshop, information relating to course credit in VoTec E451 from the University of Illinois, and information about scheduled workshops.
12. Dr. Slater met with the project staff to review progress of the project and outline activities for the remainder of Phase One.
13. Project Quarterly Report was filed with the Department of Adult, Vocational and Technical Education in the Illinois Office of Education.
14. Charles Gordon was asked to provide an overview of the PAGE 2 materials at a workshop held at the College of Lake County sponsored by Gerome Gudauskas, director of the career guidance center in Region 3.

15. PAGE 2 workshops scheduled during the summer included:

<u>School District</u>	<u>Date</u>	<u>Facilitator</u>
Thornton Township High School (To be completed in September)	June 14	Diane Kjos
Ramsey Community Unit School District #204	July 11-12	Carol Sanders
Moulton School in Shelbyville	August 14-15	Carol Sanders
Flora Community Unit School District #35	August 21-22	Carol Sanders
Lake Zurich Unit School District #95	September 21-23	Marilyn Van De Mark Gerome Gudauskas

16. Charles Gordon attended the workshops in Ramsey, Shelbyville, and Flora to explain registration procedures to the workshop participants who wished to register for VoTec E451 (one unit graduate credit) at the University of Illinois.
17. Data was received from the facilitators who had completed PAGE 2 workshops.
18. Charles Gordon was requested to speak to a group about PAGE 2 at a meeting at Triton College sponsored by Ed Yonkus in Region 7.
19. Class sections for VoTec E451 were established in Shelbyville and Flora. Of the 62 participants in the workshops at Ramsey, Shelbyville, and Flora, 55 registered for the course.
20. Information was mailed to all workshop participants registering for VoTec E451.
21. Arrangements were made with Gene Miller, Director of the Curriculum Publications Clearinghouse at Western Illinois University, to receive 350 sets of the PAGE 2 materials. The cost recovery price was set at \$79.50 each plus shipping and handling costs.
22. One set of PAGE 2 materials was sent to Dr. Barbara Core for her use in staff development work.
23. An additional two sets of the PAGE 2 materials were sent to each of the directors of the career guidance centers. Each center now has three PAGE 2 sets for use in the regional area.

24. A project up-date was mailed to all of the directors of the career guidance centers.
25. The Final Report for Phase One of the project was submitted to the Department of Adult, Vocational and Technical Education in the Illinois Office of Education.

PARTICIPANTS IN ACTIVITIES

Facilitators Attending PAGE 2 Training Session

Much of the success of the total project depends on the efforts of the PAGE 2 facilitators. Twenty persons from the career guidance centers attended the PAGE 2 Facilitators' Workshop. They were all very competent individuals, and it is anticipated that they will try to hold workshops in their respective regions.

A listing of the group attending the training session and a map of Illinois showing the regions and administrative agencies for the career guidance centers follows in this section of the report.

IMPLEMENTATION OF SYSTEMATIC PLANNING FOR COMPREHENSIVE PROGRAMS
OF GUIDANCE, COUNSELING, PLACEMENT AND FOLLOW-THROUGH IN ILLINOIS

Facilitators' Training Session

Mr. Roger Kreuzer, Director
Region 1 Career Guidance Center
Highland Community College
Pearl City Road
Freeport, Illinois 61032
(815-235-6121)

Mr. John Henard, Director
Region 2 Career Guidance Center
Courthouse - Room 712
400 West State Street
Rockford, Illinois 61101
(815-987-3060)

Mr. Jerry Gudauskas, Director
Region 3 Career Guidance Center
Lake County Area Vocational Center
19525 West Washington
Grayslake, Illinois 60030
(312-223-6686)

Ms. Marilyn Van De Mark
Lake Zurich High School
Lake Zurich, Illinois 60047

Ms. Lynn Ring, Representative
Region 4 Career Guidance Center
Kishwaukee College
Malta, Illinois 60150
(815-825-2086)

Mr. Nick Head, Director
Region 5 Career Guidance Center
Nash School
Fifth and Madison Streets
Oregon, Illinois 61061
(815-732-3389)

Mr. Bruce Moncrief, Director
Region 6 Career Guidance Center
College of DuPage
22nd Street and Lambert Road
Glen Ellyn, Illinois 60137
(312-858-2800)

Mr. Edward Yonkus, Director
Region 7 Career Guidance Center
Triton College
2000 Fifth Avenue
River Grove, Illinois 60171
(312-456-4550)

Ms. Bobbie Bradley, Director
Region 8 Career Guidance Center
Chicago City-Wide College
185 North Wabash Avenue
Chicago, Illinois 60601
(312-977-2596)

Ms. Diane Kjos, Director
Region 9 Career Guidance Center
Thornton Community College
15800 South State Street
South Holland, Illinois 60473
(312-596-2000)

Mr. Andy Mihelich, Director
Region 10 Career Guidance Center
Joliet Junior College
1216 Houbolt Avenue
Joliet, Illinois 60436
(815-729-9020)

Mr. David Belsheim, Coordinator
Region 11 Career Guidance Center
Trading Post Building, Room 202
304 North Maple Street
Urbana, Illinois 61801
(217-384-3599)

Mr. Jerry Zachary, Director
Region 12 Career Guidance Center
Learning Resource Center
Lake Land College
Mattoon, Illinois 61938
(217-235-3131)

Ms. Sharon Full, Representative
Region 13 Career Guidance Center
Southeastern Illinois Career Center
114 East Washington Avenue
Flora, Illinois 62839

Mr. Don Wayne Davis
Region 14 Career Guidance Center
Alexander-Pulaski Vocational Center
Second and Washington Streets
Tamm, Illinois 62988
(618-747-2703)

Mr. Rick Jouett, Director
Region 16 Career Guidance Center
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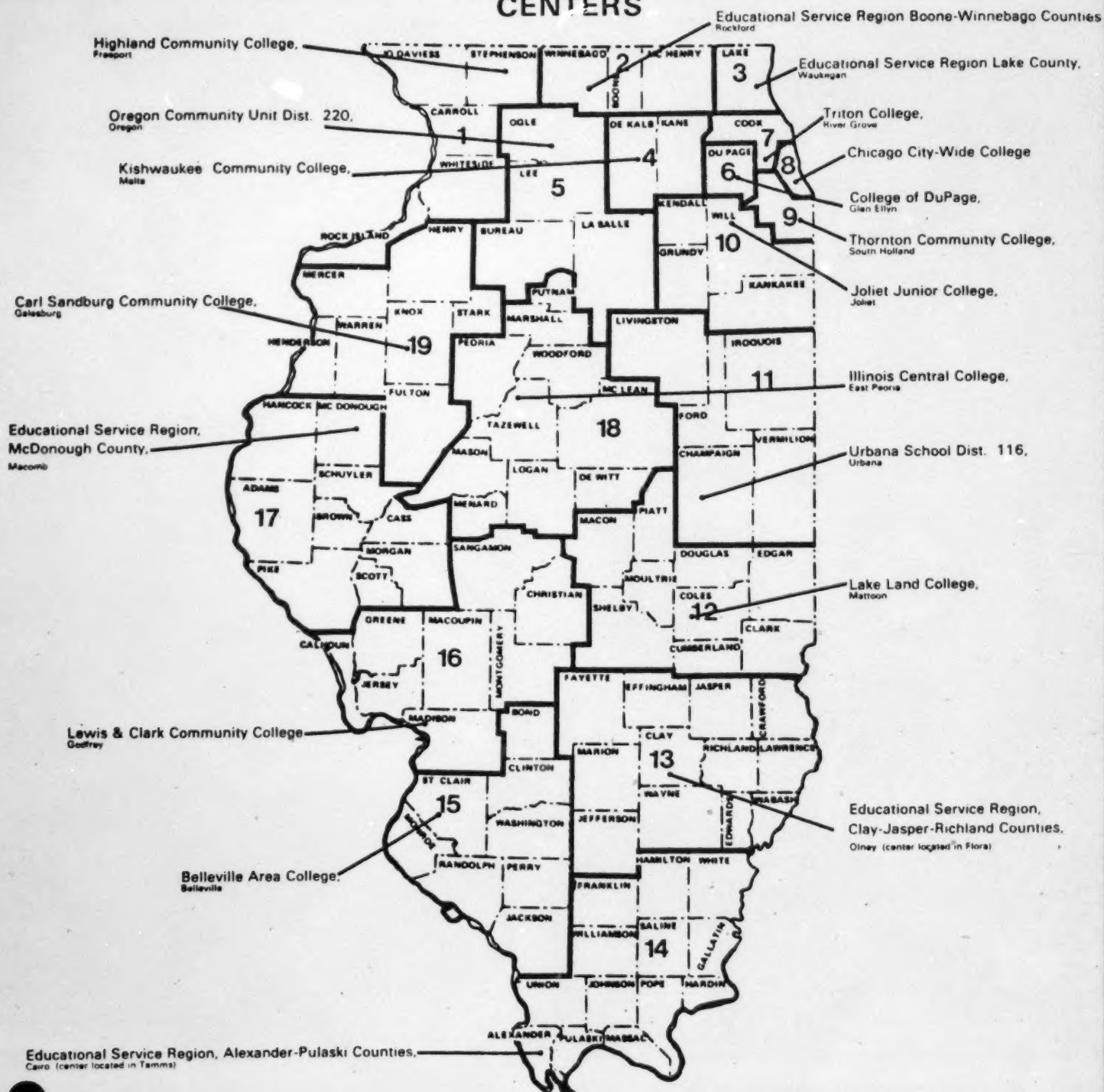
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5800 Godfrey Road
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Mr. George Bertolino, Director
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Macomb, Illinois 61455
(309-837-4821)

Mr. Charles Randle
Region 18 Career Guidance Center
Illinois Central College
East Peoria, Illinois 61635
(309-694-5296)

Ms. Beth Hurst
Region 19 Career Guidance Center
Carl Sandburg College
S. Lake Storey Road
Galesburg, Illinois 61401
(309-344-3631)

ADMINISTRATIVE AGENCIES FOR CAREER GUIDANCE CENTERS



FEBRUARY 1978

Resource Persons

The resource persons who served as presenters of the PAGE 2 materials to the group at the Facilitators' Training Session on May 31, June 1, and June 2, 1978, included Dr. Marla Peterson and Dr. Janet Treichel (co-directors of the USOE-funded project in which the PAGE 2 materials were developed) and Ms. Carol Sanders who helped field test the PAGE 2 model. A brief vita for each of them is included in this section of the report.

Dr. Janet Treichel, Assistant Professor, Department of Vocational and Technical Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois, has extensive background and experience in research project work and management. Her doctoral thesis was written on the subject of staff development for career guidance. She is the principal investigator for the project entitled Optimizing Planning Techniques (OPT) for Comprehensive Systems of Guidance, Counseling, Placement and Follow-Through funded by the Bureau of Occupational and Adult Education, United States Office of Education.

During the development of the PAGE 2 (Programmatic Approach to Guidance Excellence) materials, Dr. Treichel served initially as associate director for the project and then became director of the USOE-funded project. She has organized and chaired several workshops and national seminars concerning the PAGE 2 materials.

Dr. Marla Peterson, Director, ERIC Clearinghouse for Career Education, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio, is widely known for her knowledge relative to vocational education, guidance and counseling, and the area of dissemination. She served as one of the project directors for the PAGE 2 Project and authored and directed other funded proposals for research and development projects.

Dr. Peterson has taught, written numerous articles, and made many presentations at national meetings relating to career education.

Mrs. Carol Sanders, Director, Experience Based Career Education (EBCE) Project, Room 210 Buzzard Education Building, Eastern Illinois University, Charleston, Illinois, has an extensive background in research projects and has served as a consultant to a number of DAVTE-funded projects. Mrs. Sanders conducted the original field testing of the PAGE 2 materials, and she worked with Dr. Peterson and Dr. Treichel during PAGE 2 seminars at two national conventions. Her knowledge and expertise in the area of career education and staff development has been enhanced by the numerous presentations she has conducted on state and national levels.

Local District Workshop Participants

Individual workshop participant information was collected to supply additional background data for workshop planning. Tables 1 through 4 provide some information on the composition of workshop participants in each of the four workshops conducted during Phase One.

Additional information on each individual workshop appears in "Summary of Evaluation Data Collected."

Table 1

Employment Positions and/or Roles of Workshop Participants

Sites	Employment Position and/or Role											
	Counselors		Administrators		Teachers		School Support Personnel		Community Members		Parents	
	N	%	N	%	N	%	N	%	N	%	N	%
Thornton (N = 18)	8	44	1	6	5	28	0	0	4	22	0	0
Ramsey (N = 20)	4	20	2	10	8	40	1	5	3	15	2	10
Shelbyville (N = 17)	2	12	0	0	14	82	0	0	0	0	1	6
Flora (N = 25)	2	8	2	8	19	76	2	8	0	0	0	0
Total (N = 80)	16	20	5	6	46	57	3	4	7	9	3	4

Table 2
Grade Level Responsibilities of Workshop Participants

Sites	Grade Level Responsibility											
	K-6		7-9		10-12		K-12		Post Secondary		NA*	
	N	%	N	%	N	%	N	%	N	%	N	%
Thornton (N = 18)	0	0	0	0	12	67	2	11	0	0	4	22
Ramsey (N = 20)	4	20	1	5	6	30	2	10	2	10	5	25
Shelbyville (N = 17)	4	24	5	29	7	41	0	0	0	0	1	6
Flora (N = 25)	13	52	4	16	7	28	0	0	0	0	1	4
Total (N = 80)	21	26	10	13	32	40	4	5	2	2	11	14

*NA: Not Applicable

Table 3
Teaching Experience of Workshop Participants

Sites	Average Number Years Teaching Experience	Average Number Years at Present School
Thornton	14.5	10.0
Ramsey	12.8	7.8
Shelbyville	12.3	11.2
Flora	9.5	5.7

Table 4
Composition of Workshop Participants by Sex

Sites	Sex of Participants			
	Female		Male	
	N	%	N	%
Thornton (N = 18)	5	28	13	72
Ramsey (N = 20)	10	50	10	50
Shelbyville (N = 17)	9	53	8	47
Flora (N = 25)	20	80	5	20
Total (N = 80)	44	55	36	45

MATERIALS AND FORMS DEVELOPED

One of the primary goals of Phase One of the project was to revise and reproduce 500 copies of the PAGE 2 materials. The necessary revisions were made to the original package and bid specifications as required by the University of Illinois were written. On May 17, 1978, a bid was accepted from Kowa Graphics, Inc., 510 North Hickory Street, Champaign, Illinois.

After some production and supplier problems, Kowa Graphics, Inc. delivered 500 sets to Central Receiving at the University of Illinois on August 28, 1978. Arrangements were also made that day to send two sets to the directors of the career guidance centers, and 350 sets were sent to the Curriculum Publications Clearinghouse, Western Illinois University, 47 Horrabin Hall, Macomb, Illinois.

Other essential forms and materials developed for the project follow in this section of the report.

FACILITATOR PROCEDURES, STRATEGIES, AND EVALUATION FORMS

1. Workshop Facilitation Procedures and Time Log
2. Site Selection Criteria
3. Grade Level/Student Population Matrix
4. Income/Community Matrix
5. General Information for ISP Facilitators
6. Notification of Workshop
7. Authorization Letter
8. PAGE 2 Brochure
9. News Release #1
10. Demographic Data for District
11. Participant Selection Mix--Building
12. Participant Selection Mix--District-Wide
13. Workshop Participant Information
14. Instructional Resource Package Inventory
15. Materials and Equipment Checklist
16. Handout and Evaluation Checklists
17. Handout Collection Sheet
18. News Release #2
19. Workshop Evaluation

WORKSHOP FACILITATION PROCEDURES AND TIME LOG

Procedure to be followed by facilitator:		Workshop 1 <u> </u> (Site)	Workshop 2 <u> </u> (Site) (Enter date each procedure is accomplished.)
1. Select site.	Keep Anecdotal Log	<u> </u>	<u> </u>
2. Select local contact person.		<u> </u>	<u> </u>
3. Select date for workshop.		<u> </u>	<u> </u>
4. Complete "Notification of Workshop" form. (Send immediately to: Dr. Jan Treichel, Assistant Professor, Department of Vocational and Technical Education, University of Illinois, 805 W. Pennsylvania Avenue, Urbana, Illinois 61801.)		<u> </u>	<u> </u>
5. Obtain authorization letter from school district. (Send immediately to: Dr. Marlowe Slater, 345 Education Building, University of Illinois, Urbana, Illinois 61801.)		<u> </u>	<u> </u>
6. Furnish local contact person with 30 copies of workshop flyer and a copy of "News Release #1."		<u> </u>	<u> </u>
7. Send "Demographic Data for District" form to local contact person and inform local contact person of criteria for workshop participant mix.		<u> </u>	<u> </u>
8. Receive list of workshop participants (names and addresses) from local contact person.		<u> </u>	<u> </u>
9. Receive "Demographic Data for District" form from local contact person.		<u> </u>	<u> </u>
10. Send "Workshop Participant Information" form to identified participants. (Give participants a deadline date for return to either workshop facilitator or local contact person.)		<u> </u>	<u> </u>

Procedure to be followed by facilitator:		Workshop 1	Workshop 2
		(Site) (Enter date each procedure is accomplished.)	(Site) (Enter date each procedure is accomplished.)
11. Receive "Workshop Participant Information" form from participants.	Keep Anecdotal Log	_____	_____
12. Double check date, time, place, and names of participants with local contact person.		_____	_____
13. Finalize local arrangements (appropriate rooms, equipment, etc.)	Keep Anecdotal Log	_____	_____
14. Plan workshop activities. <i>"Introductory" section of Career Guidance Facilitator's Handbook will provide some additional information.</i>		_____	_____
15. Inventory Instructional Resource Package. <i>(See "Instructional Resource Package Inventory" form, page 25, Career Guidance Facilitator's Handbook.)</i>	Keep Anecdotal Log	_____	_____
16. Make note of all materials and equipment needed for workshop and assure availability of such. <i>(See "Materials and Equipment Checklist," page 26, Career Guidance Facilitator's Handbook.)</i>		_____	_____
17. Select handouts to be used in workshop and determine quantity needed. <i>(See "Handout and Evaluation Checklist," pages 27-28, Career Guidance Facilitator's Handbook.)</i>	Keep Anecdotal Log	_____	_____
18. Prepare transparencies to be used in workshop.		_____	_____
19. Check to see that all preparation is completed.	Keep Anecdotal Log	_____	_____
20. Conduct workshop. During the course of the workshop collect documents indicated on "Handout Collection Sheet."		_____	_____
21. Have participants complete "Workshop Evaluation" form. <i>(EV 5, page 48, Career Guidance Facilitator's Handbook.)</i>		_____	_____

Procedure to be followed by facilitator:	Keep Anecdotal Log	Workshop 1 <u>(Site)</u>	Workshop 2 <u>(Site)</u>
		(Enter date each procedure is accomplished.)	(Enter date each procedure is accomplished.)
22. Furnish local contact person with a copy of "News Release #2."	Keep Anecdotal Log	_____	_____
23. Mail (certified mail--return receipt requested) the following to: Dr. Jan Treichel, Assistant Professor, Department of Vocational and Technical Education, University of Illinois, 805 W. Pennsylvania Avenue, Urbana, Illinois 61801 (no later than two (2) days after completion of workshop): a. "Demographic Data for District" form b. "Workshop Participant Information" form (1 for each person in workshop) c. Handouts collected during each lesson (as per step 20). All handouts should be placed in folders and labeled with the following: (1) Location of Site (2) Date of Workshop (3) Name of Facilitator d. "Workshop Evaluation (EV 5)" form (1 per participant) e. Facilitator's Anecdotal Log (from first contact with local district to conclusion of workshop)		_____ _____ _____	_____ _____ _____
24. Receive debriefing call from ISP Project personnel.	Keep Anecdotal Log	_____ _____ _____ _____	_____ _____ _____ _____

SITE SELECTION CRITERIA

1. A history of successful program innovations. _____

2. Presence of capable leadership. _____

3. Stratified community/school alliances. _____

4. A cooperative faculty. _____

5. Commitment to a comprehensive program of career guidance. _____

6. Availability of adequate facilities. _____

7. Absence of competing programs. _____

8. Stable district and site leadership. _____

Workshop Facilitator _____ Site A _____

Site B _____

	K-6	K-8	6-8	7-8	9-12	K-12
249 & below						
250 - 749						
750 - 999						
1000 - 2499						
2500 - 4999						
5000 & above						

GRADE LEVEL/STUDENT POPULATION MATRIX

Student PopulationGrade Levels

249 & below
 250 - 749
 750 - 999
 1000 - 2499
 2500 - 4999
 5000 & above

K-6
 K-8
 6-8
 7-8
 9-12
 K-12

Workshop Facilitator _____ Site A _____

Site B _____

	Rural	Rurban	Suburban	Metropolitan
Low				
Lower-Middle				
Middle				
Upper-Middle				
High				

INCOME/COMMUNITY MATRIX

Income Levels

Low (\$6,999 and below)
 Lower-Middle (\$7,000 - \$10,999)
 Middle (\$11,000 - \$19,999)
 Upper-Middle (\$20,000 - \$34,999)
 High (\$35,000 and above)

Community Types

Rural (9,000 and below population)
 Rurban (9,000 - 100,000 population)
 Suburban (adjacent to major population areas)
 Metropolitan (100,000+ population)

GENERAL INFORMATION FOR ISP FACILITATORS

- Enrollment: 20-28 participants per workshop
- Number of Workshops: 2 per ISP facilitator
- Module Use: All facilitators must use Module I and at least one of the other two modules. Facilitators may choose to complete all three modules.
- Time Length: Approximately three days--will vary with choice of modules.
- Instructional Resource Package: After completion of the two workshops, you are free to distribute the PAGE 2 packages in any way that will be of most benefit in your region.

(Date)

NOTIFICATION OF WORKSHOP

Dr. Janet Treichel
Assistant Professor
University of Illinois
805 W. Pennsylvania Avenue
Urbana, Illinois 61801

Dear Dr. Treichel:

A workshop focusing on planning comprehensive programs of career guidance has been scheduled with the following school district:

Complete School Address _____
(Name of School)

(Address)

(City) (State) (Zip)

School Telephone Number (Include Area Code) _____

Local District Contact Person _____
(Name)

(Title)

Responsible School Authority _____
(Name)

(Title)

Grade Level Responsibilities of Education Participants _____
(K-6, 7-12, 9-12, K-12, K-adult, etc.)

Workshop Dates _____
(Month, Days, Year)

Anticipated Meeting Schedule _____
(Date and Meeting Hours)

(Date and Meeting Hours)

(Date and Meeting Hours)

Sincerely,

sbw

AUTHORIZATION LETTER

Ask each district to submit the following letter on their letterhead stationery to:

Dr. Marlowe Slater
345 Education Building
University of Illinois
Urbana, Illinois 61801

and send a
carbon copy
to:

Facilitator's Name

Street

City State Zip

Dr. Marlowe Slater
345 Education Building
University of Illinois
Urbana, Illinois 61801

Dear Dr. Slater:

Our school district is happy to participate in the Implementation of Systematic Planning for Comprehensive Programs of Guidance, Counseling, Placement and Follow-Through in Illinois Project. We understand that personnel from our school district, community members, and parents will be participating in the workshop activities which will involve planning a comprehensive career guidance program. _____, Director of Region _____ Career Guidance Center, will serve as facilitator for the workshop.

In addition, we understand that University of Illinois project staff may be visiting our district after the workshop for followup purposes. This will include communicating with some of the workshop participants. I understand that you will notify me in advance of your visit.

_____ will be our local contact person.

Sincerely,

Superintendent of Schools

PAGE 2 is designed to help
teachers
counselors
administrators
parents and
community persons
 plan a career guidance program.

PAGE 2 emphasizes that "Career guidance is a continuous, developmental process and every aspect of the school has significance for career development."

PAGE 2 is an instructional resource package that involves educational and community persons in a team approach for planning career guidance programs. Through a series of activities and structured experiences planners focus on the scope of career guidance and then move from basic concepts to more sophisticated levels of thinking regarding career guidance. Using the PAGE 2 materials, educational and community persons develop a practical, specific career guidance program tailored to meet the needs of students in their community.

PAGE 2 provides step-by-step assistance in

- defining local career guidance goals
- delineating career guidance objectives
- designing a comprehensive career guidance program
- designating career guidance evaluation processes

Programmatic Approach to Guidance Excellence (PAGE 2)

The PAGE 2 program works. The following statements are representative of comments made by PAGE 2 workshop participants.

"Career guidance is now viewed as an essential part of the school curriculum. Through broad-based participation, a greater number of staff recognize and have assumed responsibilities for career guidance activities."

"Emphasis on group activity facilitated the sharing of ideas and exposed participants to views and programs on other levels and in different areas."

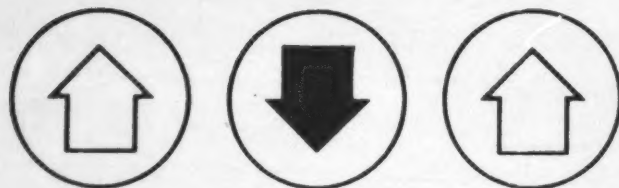
"I feel I now have a good idea of the total picture of career guidance for my school district."

"A total commitment of each participant to the career guidance concept resulted from the workshop."



to Guidance Excellence

Programmatic Approach



The PAGE 2 materials are available through the Department of Vocational and Technical Education, University of Illinois, Urbana, Illinois.

The materials were developed pursuant to a grant from the Bureau of Occupational and Adult Education, United States Department of Health, Education, and Welfare. Points of view stated do not necessarily represent official Office of Education position or policy.

A planning workshop utilizing PAGE 2 materials will be held on _____ at _____ (Date)
 _____ (Time)
 with _____ serving as workshop
 _____ (Name)
 facilitator. The workshop will be held at _____ (Location)
 For additional workshop information, contact _____

NEWS RELEASE 1

 (City and State) .--A workshop designed to help school personnel plan and conduct career guidance programs will be held at (Name of Site) on (Date) from (Time) to (Time) . The workshop is open to all education and community persons who are interested in new trends and practices in career guidance. (Name, Title, Institutional Affiliation) will serve as the workshop leader. The emphasis of the workshop will be on designing a comprehensive career guidance program that is based on the needs of students being served.

The PAGE 2 (Programmatic Approach to Guidance Excellence) materials will be used during the workshop. The PAGE 2 materials were developed with funds provided by the Bureau of Occupational and Adult Education, United States Office of Education. The materials were field tested in a variety of school and workshop settings.

Registration forms for the workshop can be obtained from (Name and Address) . Deadline for submitting registration forms is (Date) .

DEMOGRAPHIC DATA FOR DISTRICT

School District _____ Date _____

Compiled by _____ Position _____

Responsible School Authority _____ Title _____

Entire district population _____ according to 19__ census data

Mean income of community population _____

Range of incomes of community population _____

Classification of community:

_____ Rural (up to 9,000 pop.)

_____ Suburban (adjacent to major metro-
politan areas)

_____ Rurban (9,000-100,000 pop.)

_____ Metropolitan (100,000+ pop.)

Other appropriate socio-economic designations:

Largest employers in the community:

Institutions of higher education in the community:

Number of elementary schools (K-6) _____ Number of Teachers _____ Counselors _____

Number of students enrolled _____

Number of middle/jr. high schools (7-8) _____ Number of Teachers _____ Counselors _____

Number of students enrolled _____

Number of high schools (9-12) _____ Number of Teachers _____ Counselors _____

Number of students enrolled _____

Per Pupil Expenditure _____ Number of students on free lunches _____

Average daily attendance _____

Evidence of commitment to career guidance/career education. (Examples: System-wide committee formed? School committee formed? Official statement by School Board? Other evidence of commitment?)

List any district career guidance/career education workshops, inservice programs, etc. in which district personnel have been involved (within the past three years).

Topic CoveredWho AttendedGrade LevelLength of Time

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

PARTICIPANT SELECTION MIX

BUILDING

Try to have your local contact person attract the following mix of individuals if you are working within one school building:

	<u>Minimum Number</u>
Community Members	3
Parents	3
Counselors	1
Teachers (If high school building, strive for 8 academic teachers and 4 vocational education teachers)	12
Administrators	1
Other support personnel (librarians, etc.) might be included if possible.	

Remember--each workshop should have from 20-28 participants.

PARTICIPANT SELECTION MIX

DISTRICT-WIDE

Try to have your local contact person attract the following mix of individuals if you are working with a district-wide group:

	<u>Minimum Number</u>
Community Members	3
Parents	3
Counselors	2
Elementary Teachers	2
Junior High/Middle School Teachers	2
Senior High School Academic Teachers	3
Senior High Vocational Education Teachers	3
Administrators	2
Other support personnel (librarians, etc.) might be included if possible.	

Remember--each workshop should have from 20-28 participants.

WORKSHOP PARTICIPANT INFORMATION

Name _____ School District _____

School/Workplace _____ Phone _____

School/Workplace Address _____ Zip Code _____

Home Address _____ Zip Code _____

Who contacted you about participation in this workshop? _____

Highest degree obtained or any schooling beyond high school _____

State current position. If teaching, include subject area and specific grade level. _____

Check one and answer the appropriate questions below:

____ Administrator
 ____ Counselor
 ____ Teacher

____ Business/Industry Representative
 ____ Community Representative
 ____ Parent

Have you participated in other activities concerning the schools? List. (Examples: PTA, speaker)

Have you participated in educational planning or program development activities?

How many years of teaching experience do you have? ____ In your present school? ____

Are field trips encouraged in your school? Yes No

Is the use of guest speakers encouraged in your school? Yes No

Do you have a list of community businesses and industries that are willing to provide speakers, accept field trip visitors, or cooperate with the schools in other ways? Yes No

How many clock hours have you participated in non-credit career education/career development inservice and/or workshops? (within the past 3 years) ____

List career education/career development activities you have led/encouraged in your classroom.

List courses and workshops dealing with career education/career development you have taken for credit.

(Continued on next page)

List full-time jobs (7 hours a day, 5 days a week for at least a month) you have had other than teaching.

List part-time jobs (those not listed as full-time above) you have held.

Which of the following career guidance topics are of interest to you and would be helpful to you in your present position? (Check as many as apply.)

- _____ Establishing Goals for a Career Guidance Program
- _____ Needs Assessment for a Career Guidance Program
- _____ Designing a Career Guidance Program
- _____ Evaluating Career Guidance Programs
- _____ Implementing a Curriculum-Based Career Guidance Program
- _____ Planning a Job Placement Program
- _____ Other (Please specify.)

How would you describe the career guidance program or career guidance activities in your school?

INSTRUCTIONAL RESOURCE PACKAGE INVENTORY

Item	Complete	Incomplete	Item and Number Needed to Replenish
Career Guidance Facilitator's Handbook			
Pre-Workshop Planning Forms (1-10)			
Evaluation Handouts (EVs 1-6)			
Module I (Lessons 1-6)			
Module II (Lessons 1-2)			
Module III (Lessons 1-3)			
Handout Masters (HOs 1-27)			
Transparency Masters (TRs 1-12)			
Career Guidance Goals Card Sort Decks (28 Card Decks)			
Missing Square Puzzles (2 Puzzles)			
Planning Boards (28 Boards)			
Markers (28 Packages of 45 Markers)			
Career Guidance Goal Statements (28 Green Envelopes of 18 Goal Statements)			
Job Placement Program Objectives (7 Yellow Envelopes of 18 Objectives)			
Extra Supplies			
Markers			
Blank Green Career Guidance Goal Statement Cards			
Blank Yellow Job Placement Program Objectives Cards			
Technical Report			

MATERIALS AND EQUIPMENT CHECKLIST

Materials and Equipment	Needed	On Hand	Ordered
Paper			
Pencils			
Masking Tape			
Double Backed Tape			
Scissors			
Transparency Acetate			
Chalk and Chalkboard Erasers			
Marking Pens (Non-Permanent)			
Paper Clips			
Thumb Tacks			
Flip Chart or Portable Chalk-board			
Name Tags			
Camera and Flashbulbs			
Screen			
Overhead Projector and Table			
Extension Cord(s) and Adaptors			
Work Tables			
Speaker's Lecturn			

HANDOUT CHECKLIST

Module	Lesson	HO No.	Title	Quantity Needed
I	1	1	Team A Instructions <i>(1 Per Member of Team A)</i>	
I	1	2	Team B Instructions <i>(1 Per Member of Team B)</i>	
I	2	3	Directions for Individual Rating of Goals <i>(1 Per Participant)</i>	
I	2	4	Career Guidance Goal Statements Rating Sheet <i>(1 Per Participant)</i>	
I	2	5	Directions for Small Group, Round 1 <i>(1 Per Small Group)</i>	
I	2	6	Small Group Mathematical Averages <i>(1 Per Small Group)</i>	
I	2	7	Directions for Small Group, Round 2 <i>(1 Per Small Group)</i>	
I	2	8	Career Guidance Goal Statements <i>(1 Per Participant)</i>	
I	2	9	Career Guidance Goal Statements Summary Sheet <i>(1 Per Participant)</i>	
I	3	10	How Well Are Goals Being Met? <i>(1 Per Participant)</i>	
I	4	11	Instructions for Conducting a Student Survey <i>(1 Per Participant)</i>	
I	4	12	Guidance Services Survey--Student Questionnaire <i>(1 Per Participant)</i>	
I	5	13	Program Planning Sheet <i>(4 Per Participant)</i>	
I	5	14	Sample Program Planning Sheet <i>(1 Per Participant)</i>	
I	6	15	Evaluation Matrix <i>(1 Per Participant)</i>	
II	1	16	Implementation Approach 1: The Separate Class <i>(1 Per Participant)</i>	
II	1	17	Implementation Approach 2: Infusion <i>(1 Per Participant)</i>	

Module	Lesson	HO No.	Title	Quantity Needed
II	1	18	Implementation Approach 3: The Career Center <i>(1 Per Participant)</i>	
II	2	19	Page Middle School <i>(1 Per Participant)</i>	
II	2	20	Ballot <i>(1 Per Participant + 1 Extra)</i>	
III	1	21	Job Placement Program Objectives <i>(1 Per Participant)</i>	
III	1	22	Directions for Group Rating of Job Placement Program Objectives <i>(1 Per Small Group)</i>	
III	1	23	Job Placement Program Objectives Rating Sheet <i>(1 Per Small Group)</i>	
III	1	24	Job Placement Program Objectives Summary Sheet <i>(1 Per Participant)</i>	
III	2	25	Job Placement Program Objectives Interpretation Sheet <i>(1 Per Participant)</i>	
III	2	26	How Well Are Job Placement Program Objectives Being Met? <i>(1 Per Participant)</i>	
III	3	13	Program Planning Sheet <i>(4 Per Participant)</i>	
III	3	27	Dimensions of Job Placement <i>(1 Per Participant)</i>	

EVALUATION CHECKLIST

EV No.	Title	Quantity Needed
1	Card Sort Instructions	
2	Card Sort Summary Sheet (Pretest)	
2	Card Sort Summary Sheet (Posttest)	
3	Pretest and Posttest Card Sort Comparisons	
4	Summary Sheet for Card Sort Comparisons	
5	Workshop Evaluation	
6	Workshop Evaluation Summary Sheet	

HANDOUT COLLECTION SHEET

		Workshop 1	Workshop 2
Handouts to be collected by facilitator:		(Site)	(Site)
		(Place check mark in blank when handout has been collected.)	
<u>Module I</u>	Keep Anecdotal Log		
1. EV 2 - "Card Sort Summary Sheet" (1 per person participating in card sort activity)			
2. HO 4 - "Career Guidance Goal Statements Rating Sheet" (1 per participant)			
3. HO 9 - "Career Guidance Goal Statements Summary Sheet" (1 per workshop)			
4. HO 10 - "How Well Are Goals Being Met?" (1 per participant)			
5. Rationale statements prepared for I. M. Superintendent (1 per participant or 1 per small group with notation of number of persons in small group)			
6. HO 13 - "Program Planning Sheet" (3 per participant or 3 per small group with notation of number of persons in small group)			
7. HO 15 - "Evaluation Matrix" (1 per participant)			
<u>Module II</u>			
1. HO 20 - "Ballot" (1 per participant)			
<u>Module III</u>	Keep Anecdotal Log		
1. HO 23 - "Job Placement Program Objectives Rating Sheet" (1 per small group with notation of number of persons in small group)			

Handouts to be collected by facilitator:		Workshop 1 <u> </u> (Site)	Workshop 2 <u> </u> (Site)
			(Place check mark in blank when handout has been collected.)
2. HO 24 - "Job Placement Program Objectives Summary Sheet" (1 per workshop)	Keep Anecdotal Log	<u> </u>	<u> </u>
3. HO 25 - "Job Placement Program Objectives Interpretation Sheet" (1 per small group with notation of number of persons in small group)		<u> </u>	<u> </u>
4. HO 26 - "How Well Are Job Placement Program Objectives Being Met?" (1 per participant or 1 per small group with notation of number of persons in small group)		<u> </u>	<u> </u>
5. HO 13 - "Program Planning Sheet" (3 per participant or 3 per small group with notation of number of persons in small group)		<u> </u>	<u> </u>
<u>Overall Evaluation</u> 1. EV 5 - "Workshop Evaluation" (1 per participant)		Keep Anecdotal Log	<u> </u>

NEWS RELEASE 2

Staff and community leaders from (District, Institution) attended a career guidance workshop which was held at (Name of Site) on (Date). Workshop participants were provided with techniques and procedures which will assist them in implementing career guidance programs based on student needs. The workshop emphasized the importance of school and community cooperation in providing these services.

(Name of Workshop Leader, Title, and Institutional Affiliation) served as the workshop leader. The PAGE 2 (Programmatic Approach to Guidance Excellence) materials used in the workshop were developed with funds provided by the Bureau of Occupational and Adult Education, United States Office of Education.

EV 5

Workshop Evaluation

We would like to determine if: (1) the workshop met your needs.
(2) the workshop design and activities were appropriate for achieving workshop objectives.

Directions: Please circle the number which best expresses your reaction to each of the items below. Space for your comments is provided on the bottom portion of the page.

- | | | | | | | | | |
|--|-----------------|---|---|---|---|---|---|---------------------|
| 1. The objectives of the workshop were: | Clearly Evident | 7 | 6 | 5 | 4 | 3 | 2 | Vague
1 |
| 2. The organization of the workshop was: | Excellent | 7 | 6 | 5 | 4 | 3 | 2 | Poor
1 |
| 3. Workshop materials and activities were: | Interesting | 7 | 6 | 5 | 4 | 3 | 2 | Dull
1 |
| 4. The scope of the coverage was: | Adequate | 7 | 6 | 5 | 4 | 3 | 2 | Inadequate
1 |
| 5. My attendance at the workshop should prove: | Beneficial | 7 | 6 | 5 | 4 | 3 | 2 | Not Beneficial
1 |
| 6. Overall, I thought this workshop was: | Excellent | 7 | 6 | 5 | 4 | 3 | 2 | Poor
1 |

The stronger workshop features were: _____

The weaker workshop features were: _____

Comments: _____

MEMORANDUM

To: Regional Career Guidance Center
Directors

From: Charles O. Gordon

Re: Course Credit for Participants
in the ISP Project Workshops

Date: May 31, 1978

Arrangements have been made at the University of Illinois by Dr. J. Marlowe Slater for the individuals participating in ISP Project workshops to earn one unit of graduate credit at the University of Illinois by enrolling in VoTec E451. The class will consist of a 16-hour laboratory phase and 16 hours of lecture-discussion.

Participation in the regional ISP workshops will count as the laboratory phase and the individual may elect to register for VoTec E451 and complete the lecture-discussion portion of the class. Meeting times will be arranged on three weekends during the Fall Semester 1978. It is proposed that the lecture-discussion classes be held at three different sites in the State in order to keep commuting distance for students to a minimum.

Description of Course

VoTec E451 - Directing Personnel Development in Vocational, Technical, and Practical Arts Education

This course considers the role and function of a vocational administrator with responsibility for staff development in schools, hospitals, law enforcement agencies, business, industry, etc. The general objective is to prepare students to use a systematic approach to staff development.

Prerequisite: A Baccalaureate Degree

Tuition Fee: \$104

Text Used: Bishop, L. J. Staff Development and Instructional Improvement, Allyn and Bacon, 1976.

Additional information relating to registration and payment of tuition will be made available to you at a later date.

University of Illinois at Urbana-Champaign

College of Education
DEPARTMENT OF VOCATIONAL
AND TECHNICAL EDUCATION

345 Education Building
Urbana, Illinois 61801
(217) 333 0807

MEMORANDUM

To: PAGE 2 Facilitators

From: Charles O. Gordon

Re: Anecdotal Log Suggestions

Date: June 14, 1978

The Facilitator's Anecdotal Log is to be mailed to Dr. Treichel along with the other information about the workshops. See Item 23(e) of the Workshop Facilitation Procedures and Time Log. This is the narrative record kept on the workshops beginning with your first contact with the local districts to the conclusion of the workshops.

You will recall that Dr. Treichel made several suggestions relating to information that might be included in the Anecdotal Log. Certainly they are not all-inclusive nor are you obligated to respond to all of them.

Ask yourself the following questions

--of the local contact person:

How was the person chosen?
Did he/she provide the assistance expected by you?

--of the site:

Did the eight site selection criteria hold up in practice?
What are the characteristics or unique features of the community population, the setting, etc.?
What proportion of the site's student population might be designated as "special needs"?
Did you receive support and help from the administrators?
Would the site be viable for a case study? Why or why not?

--of the participants:

How were parents contacted, selected, etc. for workshop participation?
How were community persons contacted, selected, etc. for workshop participation?
Who took the major leadership roles in setting up the workshop?
During the workshop? (i.e., teachers, counselors, administrators, community members, parents, etc.)
Was there evidence of prior working relationships among the workshop participants?

--of a general nature:

- What types of facilitator/staff interviews were conducted?
- Were the facilities adequate and conducive to a successful workshop?
- Did the setting or environment for the workshop possess any unique or special characteristics?
- Did group participation vary from site to site? If yes, how?
- What were the needs and characteristics of the community in which the workshop was conducted? (Population, business-industry opportunities, etc.)
- What resources (support systems, methods, media, materials) appeared to be available for developing and implementing the program after completion of the workshop?

University of Illinois at Urbana-Champaign

College of Education
DEPARTMENT OF VOCATIONAL
AND TECHNICAL EDUCATION

345 Education Building
Urbana, Illinois 61801
(217) 333-0807

MEMORANDUM

To: PAGE 2 Workshop Participants at
Flora, Ramsey, and Shelbyville

From: Charles O. Gordon
ISP Project Coordinator

Re: VoTec E451 Class

Date: August 23, 1978

Since the number of individuals planning to register for the VoTec E451 class exceeded expectations, Dr. Slater has consented to hold the 16 hours of lecture-discussion sessions of the class at two locations.

Arrangements have now been made for two sections of the class to meet as follows:

- 1) ISP Section A will meet in the library at the Moulton School (1101 W. North Sixth Street) in Shelbyville on Saturday, September 9 and Saturday, September 16, 1978, from 8:00 a.m. to 5:00 p.m. each Saturday.
- 2) ISP Section B will meet in the Home Economics room at the high school (509 South Locust Street) in Flora on Saturday, September 23 and Saturday, September 30, 1978, from 8:00 a.m. to 5:00 p.m. each Saturday.

This arrangement appears to meet the needs of most of the participants, and it will mean planning for only two Saturdays rather than three as earlier anticipated. We are making the assumption that the people residing in the Centralia and Vandalia areas may wish to attend the class sessions in Flora and that the people living in Ramsey will attend the sessions in Shelbyville. You may, however, attend the two sessions at either location depending on which dates are most convenient for you.

Description of Course

VoTec E451 - Directing Personnel Development in Vocational, Technical, and Practical Arts Education

This course considers the role and function of a vocational administrator with responsibility for staff development in schools, hospitals, law enforcement agencies, business, industry, etc. The general objective is to prepare students to use a systematic approach to staff development.

Prerequisite: A Baccalaureate Degree

Tuition Fee: \$104.00

Text Used: Bishop, L. J. Staff Development and Instructional Improvement, Allyn and Bacon, 1976

Instructor: Professor J. Marlowe Slater
(Dr. Slater will bring copies of the text and other course materials to the first meeting of each class.)

SUMMARY OF EVALUATION DATA COLLECTED

During Phase One of the project, the evaluation instruments and techniques to be employed during the PAGE 2 local district planning workshops were identified. Criteria for selection of local district sites were established and matrixes were presented to the facilitators at their training session. The essential forms for the collection of demographic data, workshop participant information, and items to include in the facilitator's anecdotal log were developed and provided to the facilitators. (See section on forms developed.)

Much of the data to be collected, the analysis of all data collected, and the follow-up study to be made of selected sites will be completed in Phase Two of the project.

Some of the preliminary data has been received from the workshops held during the summer. An initial review of the workshop evaluation forms completed by the workshop participants seems to support the need for systematic planning of career guidance programs in school districts and the fact that the participants feel the PAGE 2 materials can help a school district plan a comprehensive program. Another indication of the interest stimulated by the workshops has been the very high percentage of the participants registering for the staff development course being offered by the Department of Vocational and Technical Education at the University of Illinois.

The following pages include a brief summary form about each of the four workshops held during the summer of 1978.

ISP PROJECT--LOCAL SCHOOL DISTRICT

WORKSHOP SUMMARY FORM

Workshop Location Thornton Township High School151st and Broadway, Thornton, IllinoisWorkshop Dates June 14, 1978 (Second day scheduled for September)Career Guidance Center Region 9PAGE 2 Facilitator Diane KjosLocal Contact Person Mr. Joseph JamesNumber of Workshop Participants 18

Composition:

Administrators	<u>1</u>
Counselors	<u>8</u>
Teachers	<u>5</u>
Elementary	<u>0</u>
Jr. High	<u>0</u>
High School	<u>5</u>
Post Sec.	<u>0</u>

Other School Support	
Personnel	<u>0</u>
Parents	<u>0</u>
Community Members	<u>4</u>

Evaluation Summary

*This data will be collected for this workshop during the final session in September.

Number of Participants Registering for VoTec E451 *
 (*Workshop not completed)

ISP PROJECT--LOCAL SCHOOL DISTRICT

WORKSHOP SUMMARY FORM

Workshop Location Ramsey Community Unit School District #204716 West Sixth Street, Ramsey, Illinois 62080Workshop Dates July 11-12, 1978Career Guidance Center Region 13PAGE 2 Facilitator Carol SandersLocal Contact Person Sharon FullNumber of Workshop Participants 20

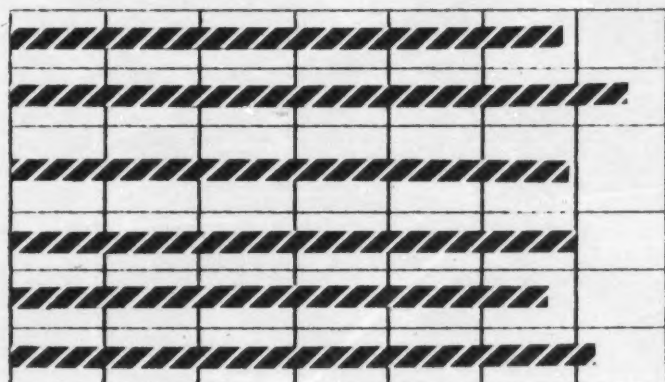
Composition:

Administrators	<u>2</u>
Counselors	<u>4</u>
Teachers	<u>8</u>
Elementary	<u>4</u>
Jr. High	<u>1</u>
High School	<u>2</u>
Post Sec.	<u>1</u>

Other School Support	
Personnel	<u>1</u>
Parents	<u>2</u>
Community	
Members	<u>3</u>

Evaluation Summary

1. Objectives
2. Organization
3. Materials and Activities
4. Scope
5. Benefit
6. Overall Effectiveness



0 1 2 3 4 5 6 7

Number of participants registering for VoTec E451 16

ISP PROJECT--LOCAL SCHOOL DISTRICT

WORKSHOP SUMMARY FORM

Workshop Location Moulton School
1101 W. North Sixth Street, Shelbyville, Illinois 62565

Workshop Dates August 14-15, 1978

Career Guidance Center Region 12

PAGE 2 Facilitator Carol Sanders

Local Contact Person Helen Harless

Number of Workshop Participants 17

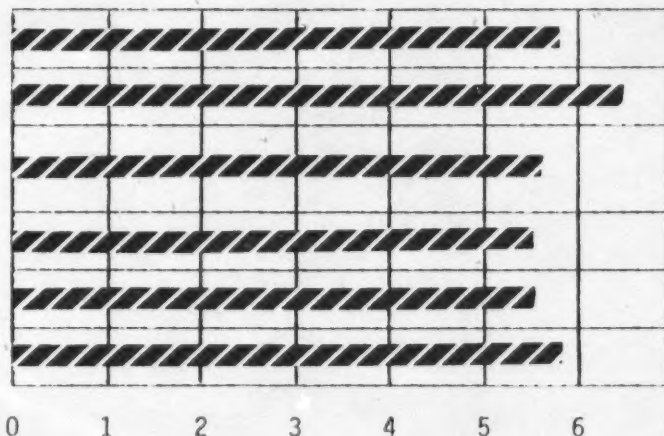
Composition:

Administrators	<u>0</u>
Counselors	<u>2</u>
Teachers	<u>14</u>
Elementary	<u>4</u>
Middle School	<u>1</u>
Jr. High	<u>3</u>
High School	<u>6</u>

Other School Support	
Personnel	<u>0</u>
Parents	<u>1</u>
Community	
Members	<u>0</u>

Evaluation Summary

1. Objectives
2. Organization
3. Materials and Activities
4. Scope
5. Benefit
6. Overall Effectiveness



Number of participants registering for VoTec E451 17

ISP PROJECT--LOCAL SCHOOL DISTRICT

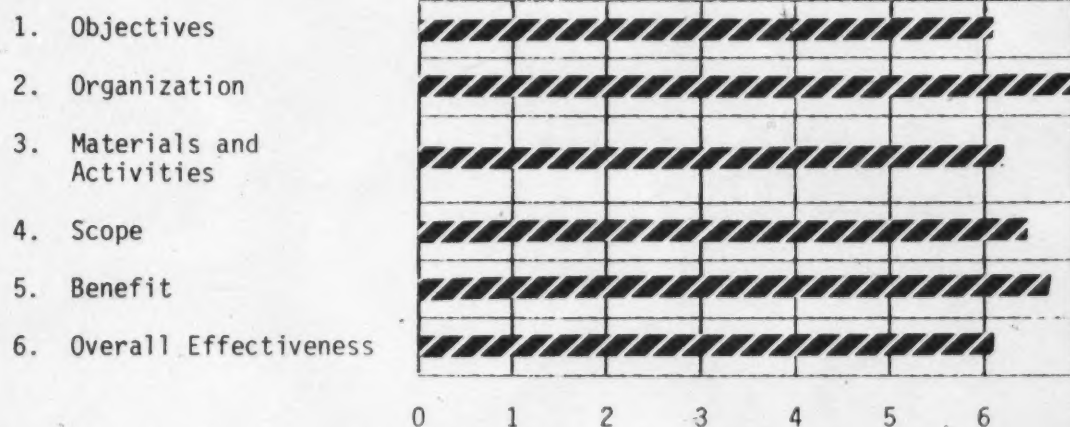
WORKSHOP SUMMARY FORM

Workshop Location Flora Community Unit School District #35509 South Locust Street, Flora, Illinois 62839Workshop Dates August 21-22, 1978Career Guidance Center Region 13PAGE 2 Facilitator Carol SandersLocal Contact Person Carl HouseNumber of Workshop Participants 25

Composition:

Administrators	<u>2</u>
Counselors	<u>2</u>
Teachers	<u>19</u>
Elementary	<u>12</u>
Jr. High	<u>3</u>
High School	<u>4</u>

Other School Support	
Personnel	<u>2</u>
Parents	<u>0</u>
Community	
Members	<u>0</u>

Evaluation SummaryNumber of participants registering for VoTec E451 22

JUDGMENTS AND RECOMMENDATIONS

1. The initial judgment that the objectives outlined for the proposal would make this a meaningful educational endeavor has thus far proven to be an accurate one because:
 - (a) orders and requests for information about the PAGE 2 materials have been received from schools in various states;
 - (b) the evaluation forms being returned to date express positive feelings about the PAGE 2 workshops; and
 - (c) the interest in staff development has exceeded expectations to date since 55 of the 62 participants (89 percent) in three completed workshops have registered for the graduate course VoTec E451 at the University of Illinois.
2. Both facilitators and participants involved with the PAGE 2 materials have expressed positive feelings about the design of the materials for the purposes for which they are intended. One career guidance center director has asked about holding a PAGE 2 facilitators' training session in his region for interested persons. One workshop participant has contacted project staff requesting information about other workshop materials due to the interest expressed by the school staff about PAGE 2. It may be that DAVTE could provide a genuine service to schools by making known and disseminating other similar materials to do systematic planning.
3. There has seemed to be some reluctance on the part of some of the facilitators in the career guidance centers to make the initial contacts with school administrators and local contact persons in school districts. Perhaps further clarification of their roles and support from DAVTE of the

importance of helping insure the success of funded projects would be beneficial.

4. Preliminary data being received tends to support the need for the inclusion of parents and community persons in planning for a comprehensive career guidance program in school districts. A comment made at one workshop was that "This activity is helping bridge the gap that has existed among us." More definite data will be available at the end of Phase Two of the project. If this assumption or judgment is correct, then it behooves all of us to work toward rebuilding the bridges between school and community.
5. Evidence for the need to disseminate and make available proven field-tested research models and materials for all appropriate clients continued to mount as the staff carried on its work in this phase of the project. The project staff recommends that the Research and Development Unit of AVTE continue its emphasis on the dissemination of program improvement activities which will eventually be of benefit to us all.